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The narrative form, the attractive pictures and the many interesting details of French life that the story reveals make an interesting book, which should appeal to the young student. The book is adapted to reading early in the second year of high school, and will at the same time give a useful review of elementary grammar.

ELSIE SCHOBINGER

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GERMAN SHORT STORIES, edited by HAROLD H. BENDER.
Henry Holt & Co., 1920.

It is encouraging to the friends of education to see a new text book for the study of German appear, for it shows that the idea that we must prove our patriotism by cutting off from our children the access to one of the great world literatures as well as to one of the greatest reservoirs of human knowledge is beginning to pass away. This attractive little book contains sixteen short stories, most of them written during the last twenty years, some even during the last decade, though no one of them deals with any aspect of the war. They offer a great variety of style as well as of subject matter and should appeal to almost every taste. The notes are adequate and not overdone, as in so many of our school editions; there is no effort to show the erudition of the editor or to draw fine grammatical distinctions such as no student still in the text-book stage will ever raise or ever be interested in, nor is undue help given in translation. The vocabulary is clear and full; perhaps too full, since all compounds are given, even those whose meaning is absolutely plain, and all declensional and conjugational forms are indicated, so that the pupils are spared any effort of memory or thought in using it. But this is the general practice at present and it is probably futile to protest against it.

The book is sure to be used by many teachers. It has, of course, the disadvantage common to all collections, that the constant change of subject matter and style interferes with the slow building up of vocabulary and prevents the rapid reading which is the best means of hastening this process. "Aller Anfang ist schwer," says the proverb, and this is especially true of reading in a foreign language, as every teacher knows. The first chapter is always the hardest, the longer the story the easier it becomes and the constant recurrence of the same words and phrases, incident to subject matter and to the style of the writer, impresses them on the memory for all time. These stories also present a variety of dialect forms and abbreviations, which belongs to the modern realistic school of narrative, but which greatly increases the difficulty of reading for the immature or inexperienced. The book seems to me rather to offer to the more advanced student of the

language a means of becoming acquainted with the modern German short story than to afford to those in the early stages of the subject a means of gaining fluency and ease in reading.

It will be seen that I do not quite agree with the editor's 'conviction,' expressed in the preface, that "there is no better pedagogical bridge between Grimm and Goethe than the fairly rapid reading of short stories," but many teachers do and for them this book will prove a very attractive addition to the collections already available.

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PEDRO HENRÍQUEZ UREÑA, *TABLAS CRONOLÓGICAS DE LA LITERATURA ESPAÑOLA*, D. C. Heath & Co., New York, 1920.

This little book is a work of the utmost utility for students and teachers of Spanish literature. Constructed on the plan of Lan-son's similar tables of French authors, it presents a handy conspectus of each literary period, and each individual writer is shown in his appropriate setting. A glance will indicate what otherwise could be learned only at the expense of much time and effort. The authors and most important works of literature are arranged in parallel columns under such headings as: poetry, drama, novel, history, religion, grammar and criticism, etc. The effect produced is one of accuracy and completeness. Owing to the very expensive nature of the typography the publishers are justified in asking the price of one dollar. If, however, a cheaper paper-bound edition could be put on the market the usefulness of the book might be increased. In any case this text-book is certain to meet with universal favor.

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TWO BEGINNERS' BOOKS IN GERMAN

I

COLLOQUIAL GERMAN, BY WILLIAM ROBERT PATTERSON.
Kegan, Paul, Trench, Trübner & Co., London; E. P. Dutton
& Co., New York. pp. 179. \$1.60.

To the American modern language teacher, accustomed to work in a modern high school, William Robert Patterson's "Colloquial German" is an enigma. In the introductory remarks Mr. Patterson calls German a difficult language, but simple compared to Chinese. If after mastering Mr. Patterson's twelve lessons, any one has the temerity to essay Chinese, his courage is monumental.